

EFL PRE-SERVICE TEACHER'S VIEWS AND UNDERSTANDING OF TPACK DURING MICROTEACHING PERFORMANCE

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Abstract

Nowadays, the rapid of technological development becomes an issue for teachers or EFL pre-service teachers due to its important role in the field of education. In addition, the technological tools should be balanced with teacher's way in integrating those tools to achieve learning goals. Technological Pedagogical Content Knowledge (TPACK) framework proposed by Mishra and Koehler in 2006 exists as one of the solutions from the problem of technology integration within classroom. It integrates the three components in it including content, pedagogy and technology together in teaching. This study is aimed to investigate the EFL pre-service teacher's views and understanding of TPACK during Microteaching performance. The author applied qualitative design analysis which included two participants of EFL pre-service teachers. The data from interview, document analysis, and teaching observation revealed that TPACK framework were implemented during Microteaching performance in three stages of Microteaching namely: *'the teach'*, *the critique*, and *'the reteach'*. The framework is believed by the participants to be effective way in teaching and considered very important to be implemented in classroom.

Keywords: *TPACK Framework, Microteaching in Teacher Education, EFL Pre-service Teacher*

A. Introduction

The use of technology became popular in some developing countries because of its role as a supporting teaching material in learning (Mthethwa, 2014). Likewise, with the rapid of technological development become an issue for a teacher or EFL pre-service teacher. Moreover, in EFL context such as Indonesian where English is taught as foreign language, technology must be implemented in order to enhance students' language ability. Therefore, to include technology in EFL learning is very necessary (Liu, Liu, Yu, Li, & Wen, 2014).

Furthermore, the existence of technology such as digital computers or other features of technology in various schools cannot guarantee the effectiveness of its usage (Ersanlı & Yangın, 2016). In the other words, the technological tools should be balanced with teacher's way in integrating those

tools (Yıldırım, İşler, & Özgür, 2018). It needs enough pedagogical knowledge on the integration of technology in order to provide students with the best educational technology.

One form of adoption of technology into teaching is TPACK which stands for Technological Pedagogical Content Knowledge proposed by Mishra and Koehler in 2006. TPACK framework is defined as one model of framework that integrates the three components in it including content, pedagogy and technology knowledge (Mishra & Koehler, 2006). Further, TPACK framework is not a new concept which stands alone. There are six components of knowledge which form TPACK known as Content Knowledge (CK), Pedagogical Knowledge (PK), Pedagogical Content Knowledge (PCK), Technology Knowledge (TK), Technological Content Knowledge (TCK), and Technological Pedagogical Knowledge (TPK).

Thus, these knowledge interconnected with each other to form a more effective and comprehensive concept of technology integration within a classroom.

In terms of context of TPACK usage is also varied. One of them is in the microteaching class. One form of efforts that offered for EFL pre-service teacher is a training in microteaching class. One method that has been integrated since 1960s in medicine at Standford University, California, United State of America (Saban & Coklar, 2013). Further, there have been many studies by experts in proving the use of TPACK framework. However, most studies did not mainly focus on EFL pre-service teachers' view on TPACK (Yıldırım, 2018). In addition, most areas such as Turkey, mostly discuss on EFL pre-service teachers' view on TPACK in the field of science, mathematics, social and physical education.

Similarly, Ekrem & Recep (2014) stated that there still rare research about TPACK in language teaching context most were in the field of science and mathematics. Likewise, according to the researcher's review in terms of Indonesian context, most of the studies focused on teachers' view on TPACK. Considering the previous issues, this study aims to capture the EFL pre-service teachers' views and understanding of TPACK during microteaching performance.

B. Literature Review

1. EFL Pre-Service Teacher

The term 'EFL pre-service teacher' refers to those who are in one sphere such as training or education before taking any particular field of job (ÜLGÜ & ER, 2016).

Likewise in terms of requirements, EFL pre-service teachers have many duties to fulfill as prospective teachers. One of them is they should

have enough pedagogy skills such as in designing and implementing curriculum, applying technologies, and mastering the target language with its culture (Barzaq, 2007). To become a proficient teacher, EFL pre-service teacher need to improve the ability in terms of choosing content as teaching materials, knowing how to deliver materials and have a good teaching and managerial strategies (Sheridan, 2011).

Accordingly, there are some points need by EFL pre-service teachers beside pedagogy that they are must be well qualified in language skills, culture and literature, language and linguistics and psychology (Barzaq, 2007). In addition, in the area where English become foreign language it gives special issue and important element for TEFL program. It required EFL pre-service teacher such as those who have good language proficiency and can communicate effectively (Barzaq, 2017).

Despite of those conditions, in the real situation EFL pre-service teacher found some challenges and weaknesses when associated with teaching practicum. Farrel (2012) classifies several challenges that are often faced by EFL pre-service teachers are lesson planning, lesson delivery, classroom management, and identity development. It happens based on the different situations and class conditions they find in the real life. Hence, this can be overcome in two ways: first, by preparing everything needed by a teacher or teacher candidates at the preparation stage such as at the Second Language Teacher SLT stage by including reflection activities and assignments to certain subjects (Farrel, 2012). Second, as stated by Farrel (2009) in Farrel (2012) by holding trainings aimed at teachers in the first year in order to prepare themselves in minimizing the challenges to be faced.

2. The Technological Pedagogical Content

Knowledge (TPACK)

The framework of Pedagogical Content Knowledge (PCK) first emerged in 1986 by Lee S. Shulman which aims to teach a particular subject with contents related to the right strategy for students (J. Koehler, Mishra, Kereluik, Shin, & Grahama, 2014). Along with the rapid of time, the development in the field of technology in education is growing and cannot be avoided therefore; the issue needs to be resolved (Mishra & Koehler, 2006). Thus, in 2006, Mishra and Koehler added 'technology' as the new major knowledge in PCK. Therefore, Technological Pedagogical Content Knowledge (TPACK) becomes the extended framework of Shulman (1986) (J. Koehler, Mishra, Kereluik, Shin, & Grahama, 2014). This framework exists as one of the solutions from the problem of technology integration within classroom.

Technological Pedagogical Content Knowledge (TPACK) is one model of framework that integrates the three components in it including content, pedagogy and technology (Mishra & Koehler, 2006). Koehler, *et al.* (2014) defined TPACK as the knowledge for a better technology integration needed by a teacher. Hence, TPACK is a concept that mix and match technology in teaching that aims to provide ease in problem solving, development of methods to facilitate the information retrieval system, as well as an understanding of the difficult concept (Ekrem & Recep, 2014). TPACK is a very effective and comprehensive framework to help teachers to integrate technology in teaching (Öz, 2015). Thus, TPACK framework is a concept that reflects content, pedagogy, and technology simultaneously and helps teacher or EFL pre-service teacher to integrate technology.

The TPACK framework consists of three

main elements of knowledge and four intersections of knowledge including TPACK as shown in figure 2.1. Each element has a relationship with the other knowledge. Therefore, it needs to be reviewed in advance how those elements form TPACK framework as proposed by Mishra and Koehler.

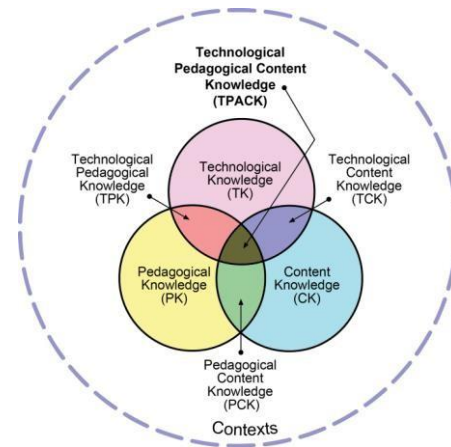


Figure 2.1 The Technological Pedagogical Content Knowledge (TPACK) Framework (*taken from <http://www.tpack.org/>*)

In the context of TPACK framework usage, like Indonesia where English is a foreign language, English is not used as a language of daily communication. This language has become an international language therefore it encourages students to learn English effectively (Liu, Liu, Yu, Li, & Wen, 2014). Liu, *et al.* (2014) also argued this situation encourages the use of technology in learning English in the context of EFL certainly very necessary. Technology help student in learning English through many sources encountered through technology as well as on the internet. Hence, according to Bygate (2001) as cited in Liu, *et al.* (2014) the use of TPACK framework in the EFL class certainly encourages teachers to be able to use technology well because the use of a good TPACK can affect communicative language teaching. Likewise, teacher of EFL plays an important role in implementing effective technology to improve

students' learning (Köse, 2016). In reality it is not easy; the teacher is faced with several difficulties. Liu classified those challenges into four aspects: integration of technology into teachers' present knowledge system, the relationship between new and old knowledge, teachers' willingness to accept new technology, and teachers' weaker position in using new technology.

3. Microteaching in Teacher Education

Microteaching in teacher education has been rapidly used in many places in the world. Microteaching itself began to exist since 1960's in medicine at Stanford University, California, United State of America (Saban & Coklar, 2013). It developed by Dwight W. Allen and his colleagues (Seidman, 1968). Microteaching in teacher education can be defined as a form of teacher training which designed to be limited in various sides but systematic (Wallace, 1991). It also defined as a small scope of class which aims to provide teaching skills for teachers who are experienced or not, and the context of the class is realistic (McKnight, 1971). Similar definition stated by Cooper (1970) microteaching is a situation where teachers teach students in a small amount of time and small numbers of students. From the definition above, it can be concluded that microteaching in education is a teaching simulation class for pre-service teachers to develop their teaching skills. Also the class was design with a limited number of pupils and limited time provided.

In addition, Wallace (1991) categorized the stages of microteaching is occurred in three or four stages, as elaborated below:

1. The Briefing: in this stage the trainee receives an input about how the teaching process will be done. It can be in oral or written input.
2. 'The Teach': in this stage the trainee teaches

material/micro-lesson where in general the teaching and learning process is recorded.

This could happen in peer-teaching or teacher teaches the micro-lesson to the real students. Also, in this stage the trainee practice their teaching performances based on their lesson plan they have organized.

3. The Critique: in this stage the trainee receives input on his/her teaching that has been performed previously. Also, the in this stage the trainee's video can be played for further discussion.
4. 'The Reteach': in this stage the trainee teaches for the second time by considering the feedback that has been received in the previous teaching performance. In other words, the trainee continues to do teaching practices to meet the specified criteria.

Accordingly, Coşkun (2016) argued the benefits that can be obtained through microteaching including language improvement such as pronunciation etc., teaching competency, effective classroom management, developing critical thinking, and determining weaknesses and strengths when teaching. In conclusion, it is necessary to improve the program so that it can give a better influence on the teaching process through microteaching as microteaching is seen as an effective teaching practice method.

C. Research Method

a. Research Design

Akhtar (2016) defined research design as a plan of the proposed research work'. Since this research is concern to investigating the phenomenon on how TPACK framework used during Microteaching performance, qualitative approach will be employed to capture it. This research focuses on the analysis of TPACK framework to

integrate technology during Microteaching performance. The researcher explores the perspective, behavior, experiences from the EFL pre-service teachers in implementing TPACK framework during Microteaching performance.

b. Research Setting and Participants

Miles & Huberman (1994) in Creswell (2014) defined that the setting refers to the area of the research took place, while participants or actors who are interviewed and observed by the researcher. In this research, the researcher conducted the research in Microteaching course at English Language Department, Faculty of Psychology and Socio-Cultural Science, Islamic University of Indonesia who use TPACK framework. The decision to choose the class (Microteaching) was made by considering that Microteaching class fits the requirements and needs of the recent study. In addition, in Microteaching the EFL pre-service teacher have their teaching practice which can be considered to implement any approaches or strategies in their teaching practice such as TPACK framework.

The participants come from EFL pre-service teachers who participated in Microteaching class. These participants were chosen based on their engagement and cooperativeness in classroom which expected to give rich data upon their views and understanding about TPACK framework during microteaching performance where they attend. Besides, the participants were categorized based on high performance and average performance in their teaching practice. It is expected to capture both performances of the whole EFL pre-service teachers in four classes of Microteaching subject. The categorization was made based on the consideration of the overall EFL pre-service teachers' grades in Microteaching class. Thus, the data can be categorized into two

namely a high level and average level.

c. Data Collecting Techniques

Data collecting approach involves observation, interviews and questionnaires, documents, and audiovisual materials (Creswell, 2012). Therefore, the data in this research were gained through in-depth interview, observation, and document analysis. In the interview, the researcher applied semi-structured interviews with 20 questions were asked in order to gain the data from the participants about the phenomena. Hence, in-depth interview model was applied in this research to gain dept information from the participants in this research. In observation, the researcher observed the performances of EFL pre-service teachers through a video. During a video observation the researcher took notes to be used in analyzing the data. Furthermore, in document analysis the researcher used document related to Microteaching class including the participants' lesson plans, teaching materials, and their self-reflections in Microteaching class. The document analysis is used to synchronize the participants' results of interview and all documents above.

d. Data Analysis

The data analysis is done by analyzing the results from interview transcripts, observations, and document analysis through qualitative method. In this research, the researcher applied a general thematic analysis approach based on the model by Ritchie and Spencer (1994) to organize the data. Lacey & Luff (2009) argued through a general thematic analysis approach it can presents a systematic analysis framework for the analysis process. The stages are including transcription (transcript the data of interview from audio or video recording), organizing data (in the form of units), familiarization (process of listening the audio or video recording and re-read the transcription to be

familiar with the data), coding (based on its commonality before the final process of analysis), and themes (based on the participants' responses in interview).

In addition, In addition, the data will be analyzed through the three stages of interactive model by Miles and Huberman (1994) where the data gathered from interview, observation and document. These steps are data reduction, data display, and drawing conclusion.

D. The Findings and Discussion

The finding of this research will be discussed according the categorization on the following themes:

1. The EFL Pre-service Teachers' Understanding of Technological Pedagogical Content Knowledge (TPACK)

Technological Pedagogical Content Knowledge (TPACK) becomes a framework implemented to evaluate teacher professional development in integrating technology together with the skill of pedagogy and content into learning. Further, the researcher provided the data which confirmed the three main components of knowledge: Technology, Pedagogy, and Content based on the results of the recent study.

a. Technology Knowledge

The implementation of technology in teaching is very important as shown in the results of interview (I/1/TPACK.TK/1), (I/2/TPACK.TK/1), that in this era, the technology must be implemented in learning because it is needed. In addition, the technology used must be in accordance with the pedagogy and content taught so that the learning objectives can be achieved well.

“...this is very important. In this

advanced era teachers must implement technology in learning and **technology must be implemented simultaneously and synchronously among technology, pedagogy and content, so that learning...the goals can be achieved well**”. (I/1/TPACK.TK/1)

“**If I think it is important**, eee because when we teach students... combining technology, pedagogy and content into one that eee if I think it can make students interested...”. (I/2/TPACK.TK/1)

The types of technology used is including PPT, LCD, projector, speaker, picture, microphone, video, and computer as shown in (I/1/TPACK.TK/3), (I/1/TPACK.TK/4), (I/2/TPACK.TK/3), and (I/2/TPACK.TK/5). These types of technology are categorized as advanced or new technology as stated by Mishra and Koehler (2006). In addition, in both cycles the participants often used the same media and for the same usage as shown in (I/1/TPACK.TK/31).

“The technology that I used yesterday such as **PPT, if I used PPT surely it followed by LCD and projector**, speaker”. (I/1/TPACK.TK/3)

“...**picture**. Because of my voice is loud enough therefore I did not need a microphone.” (I/1/TPACK.TK/4)

“...the technologies that I used are **PPT and video**”. (I/2/TPACK.TK/3)

“...I used **microphone, computer**”. (I/2/TPACK.TK/5)

“...because **the media that I used were the same**, I used PPT, audio and **the media that I used have the same usage** (I/1/TPACK.TK/31)

Further, from the results of document analysis and teaching practice observation it

indicated that the participants presented the learning activities with the help of technological tools that could make teaching and learning more effective. As according to Koehler (2006) this knowledge is required for teachers in order to adapt with an advanced technology and combine it with the content or task. Hence, the knowledge used by the participant are TK and TCK.

b. Pedagogy Knowledge

In terms of pedagogy knowledge, the way on how planning and delivering materials, managing classroom environment, and evaluating students' work are needed (Mishra & Koehler, 2006; Koehler & Mishra, 2009). It is proven by the results of interview in (I/1/TPACK.PK/26) and (I/1/TPACK.PK/27) that the participants organized their lesson plans by adjusting to the technology and the content they want to teach. Also, they checked the students' works in order to evaluate it.

“Ohh...if yesterday my strategy was...due to my first topic is announcement so, **to choose the appropriate media in announcement I have to display the real example of announcement, after that because it can help students in understanding what is announcement?**...students can know the types of announcement such as announcement in the airport, announcement in the hospital, announcement in the school etc.”
(I/1/TPACK.PK/26)

“**Because it can help the process of teaching...**in the process of teaching and learning activities”.
(I/1/TPACK.PK/27)

Further, from the results of document analysis and teaching practice observation it indicated that the participants presented the learning

activities with the help of technological tools that could make teaching and learning more effective. As according to Koehler (2006) this knowledge is required for teachers in order to adapt with an advanced technology and combine it with the content or task. Hence, the knowledge used by the participant are TK and CK.

c. Content Knowledge

In teaching practice, the participants have presented material that could improve students' linguistic skills such as speaking and writing through several activities. It aimed to support students to achieve learning goals at the end of the class. It involves the knowledge of ideas, theories, concepts, facts as well as knowledge of the approaches on how to relate those ideas to existing evidence (Koehler & Mishra, 2009). The results from the interview in (I/1/TPACK.CK/33), (I/1/TPACK.CK/35), (I/1/TPACK.CK/36), and (I/2/TPACK.CK/33) shows how the participants included content of ELT into their teaching.

“...so students **can know how is the announcement delivered by native speakers so students can understand it**”. (I/1/TPACK.CK/33)

“**Listening and speaking**, because from the previous activities I gave them example and then I asked them to make an announcement later they worked in a group then one student from each group came forward to read the announcement”.
(I/1/TPACK.CK/35)

“**The skill is speaking.**”
(I/1/TPACK.CK/36)

“**If in cycle 2 I more focused on speaking** so I taught...I gave a video and then I asked them to write what

such as about that asking and giving opinion then later they were in pairs like asking and giving opinion to their friends and after that they came forward to practice. Is that correct? I forgot the cycle 2. Then in cycle 3 eee I gave them worksheets in group later they described for example Borobudur and then...was about Panda and then beach **if in cycle 3 I was focused on writing I think** “. (I/2/TPACK.CK/33)

Finally, it can be concluded that both participants not only included the content of ELT into practice activities, but also into the production activities in order to check whether the students have already understood the lesson or not. In addition, it indicates the focus on students’ linguistic content learning through varied activities designed to support the improvement of their language skills. Furthermore, the knowledge implemented by the participant in this case are PK and CK.

2. The EFL Pre-service Teachers’ TPACK Implementation during Microteaching Performance

Microteaching in teacher education is designed as procedure for pre-service teacher to practice specific teaching skills within a few spans (Choudhary, Choudhary, & Malik, 2013). It aimed to provide them with good ability to be able to perform good teaching performance in real classroom. Below the researcher presents the result of the data from this theme regarding to the stages of microteaching by Wallace (1991). Wallace divided the stages into four main stages: *The briefing*, *‘the teach’*, *the critique*, and *‘the reteach’*.

A. ‘The Teach’ (of Microteaching with

TPACK Implementation

This stage includes the teaching process in the form of micro-lessons of a trainee to their fellow or real students (Wallace, 1991). The stage may include the process on how the participants practice their lesson plan they have organized before. In addition, in this case the participants implemented the TPACK framework during their Microteaching performance. The results of the interview in (I/1/MTE.TC/58), (I/2/MTE.TC/59), (I/2/MTE.TC/60), (I/2/MTE.TC/61), and (I/1/MTE.TC/59) shows that the language teaching model used by both participants are Cooperative Language Learning (CLL) or collaborative learning which includes pairs and groups activities. The use of this strategy has helped students to produce language through the implementation of technology tools such as PPT, video, images and audio. They worked in pairs and groups in carrying out the activities so that the information that they have understood can be practiced directly with their friends. For example they were participated in dialogue session, describing picture and creating an announcement.

“If the method I prefer to **for example use CLL method** so, I did not just stand in the front, explain and scream to explain, but I walked around and always checking students’ understanding and walk around while asking “*have you understood?*” after that eee when they do the task I asked if they have understood my explanation or not...” (I/1/MTE.TC/58)

“Yes **collaborative**”. (I/2/MTE.TC/59)

“**In cycle 2 was in pairs and then in the cycle...was in group**”. (I/2/MTE.TC/60)

“The activities in the cycle 2 yeah is pairs...they did it and later came forward”. (I/2/MTE.TC/61)

“The activities if in cycle 2...**the first is announcement I explained what is announcement**, the main important is related to announcement. What is announcement and then where usually announcement is made and then announcement is consist of three, there are 3 points the first is to whom it is made for, what is the event and what else...I forgot the last point. **After that, I explained about that then I gave example, gave example about the announcement then after giving the examples I asked them to be volunteer to read the announcement then I gave a task for them to make announcement”.** (I/1/MTE.TC/59)

Other evidences as shown in teaching practice observational notes that students seemed very engaged with the activities. They were actively participated in those activities such as in responding to the questions and group discussion, reading a poem, guessing subject, and describing activity. In addition, the participants implemented PK, TK, and CK into teaching practice.

B. The Critique (of Microteaching with TPACK Implementation)

In this stage the trainee receives input on the teaching that has been performed previously. Also, in this stage the trainee’s video can be played for further discussion (Wallace, 1991). From the results of the interview in (I/1/MTE.CR/79), (I/1/MTE.CR/86), (I/2/MTE.CR/75), (I/2/MTE.CR/72), and (I/2/MTE.CR/73) indicated that the critique session in Microteaching class is

done after the teaching practice immediately through oral feedback. The critique comes from lecturer and other EFL pre-service teachers.

“Comment”. (I/1/MTE.CR/79)

“...after the immediate teaching they were free to comment anyone”. (I/1/MTE.CR/86)

“...oral”. (I/2/MTE.CR/75)

“Yes Ms. delivered the feedbacks after teaching (related to TPACK framework implementation in the teaching practice)”. (I/2/MTE.CR/72)

“...after teaching I was given continuous feedbacks from my friends after I finished teaching, they were given me feedbacks too (the feedbacks consist of the evaluation after implementing TPACK framework and other components on how teaching should be)”. (I/2/MTE.CR/73)

The evidence is supported by the data both from document and teaching practice observation transcripts. In document analysis, the participants stated their self-reflections on the teaching practice clearly and in detail. In addition, the data from teaching practice observation indicated that they obtained feedbacks related to the implementation of TPACK framework from both lecturer and classmates. As stated by Ogeyik (2009) that the feedbacks given aimed at evaluating self-teaching performance and providing participants with good ability to be able to perform good teaching performance in real classroom. Furthermore, the participant implemented PK and CK into teaching practice.

C. ‘The Reteach’ (of Microteaching with

TPACK Implementation)

In this stage the participant taught for the second time by considering the feedback that has been received in the previous teaching performance (Wallace, 1991). In *'the reteach'* stage both participants prepared their teaching in term of re-implementing TPACK framework maximally as could be seen through the interview results (I/1/MTE.RT/87), (I/2/MTE.CR/82), (I/2/MTE.RT/91), and (I/2/MTE.RT/99). It indicated that participant A improved his performance in cycle 3 by considering the feedbacks in his previous cycle. If in cycle 2 the examples (material about announcement which displayed on the PPT) he gave is still less, than in cycle 3 he gave more examples and showed pictures to make students can easily guess the title of the material to be taught. It aimed to make students more understand the content of the material. Meanwhile, participant B has prepared more material that would be taught especially in terms of PPT and the assignments given to avoid mistakes when teaching. As stated by Mudra (2018) that teaching will be better if it followed by a maximal preparation.

“...the lecture told the examples were still less. Then **here I have to be really gave example that for me can make students really understand.** Yeah the example such as the first example and then the second I made picture so that students can guess the aim of guessing is to make me easy in checking that student have really understood or not...” (I/1/MTE.RT/87)

“...the preparation...**I was really looking for the material** I like descriptive text therefore, when **I was teaching in the class there was no**

obstacles I think in cycle 3 so I prepared well in terms of PPT and tasks”. (I/2/MTE.CR/82)

“...in terms of technology I prepared an interesting PPT in terms of color and font...” (I/2/MTE.RT/91)

“It was better in terms of PPT display and then I gave a prepared task for students, more prepared”. (I/2/MTE.RT/99).

In terms of their teaching in the cycle 3 in implementing TPACK frameworks in cycle 3 according to them have reached the criteria. It can be seen on how learning objectives they have planned can be achieved (I/1/MTE.RT/101), (I/2/MTE.RT/97), and (I/2/MTE.RT/98).

“Because that students I mean the goals were achieved, I mean the goals in my lesson plan were all achieved “.(I/1/MTE.RT/101)

“...I think it was reached a criterion”. (I/2/MTE.RT/97)

“Because in the cycle 3 I think I was better than in cycle 2 (the TPCK implementations in teaching practice)”. (I/2/MTE.RT/98)

Furthermore, the participant used his knowledge of TK as the component of TPACK into teaching practice.

D. Emergent Finding

From the discussion and findings above, the researcher found additional emergent finding related to the implementation of TPACK framework during Microteaching performance. It was perceived by the EFL pre-service teacher participants. It is known as the perceived benefits of TPACK

implementation.

1. The Perceived Benefits of TPACK Implementation

The perceived benefits of TPACK as defined by the participants in this research are elaborated into some points. They are TPACK has helped in delivering materials, helped students to learn better, and TPACK could attract students attention.

a. TPACK has helped in delivering material

The benefits gained from implementing the technology have helped the participants to deliver material to students. Also, it helped the participants in giving concrete examples of the material being taught. According to participant A as shown in (I/1/TPACK.BF/67) and (I/2/TPACK.BF/67) that TPACK framework has helped them in delivering materials. For instance, participant A did not need to explain more to the students, because they could directly see the explanation and example on the PPT. The same thing was expressed by participant B. According to her the implementation of TPACK in learning especially in classroom activities has helped her in conveying the material. It could be seen how the use of effective technology as it become a very comprehensive framework to help teachers to integrate technology in teaching (Öz, 2015).

“if used the media I mean if the teaching was just normally only used paper and oral I think I need to be extra in explaining because of the media **firstly it helped, it helped me in explaining and then the second, the student could easily understand because there are examples** I mean they for example in announcement it...I used what is the name that I

show to the students then if I did not use it I need to be extra in explaining”.
(I/1/TPACK.BF/67)

“Yes. If I did not use that I have to explain more maximal. **Because the technology helped me** for example...may I tell you?”.
(I/2/TPACK.BF/67)

It can be concluded that TPACK framework has helped in terms of delivering material. It helped for both participants and the students. The participants have believed that the technology as the component of TPACK could maximize the process of teaching and learning. While for students, they could easily understand the EFL pre-service teacher’s oral explanation with the help of technology.

b. TPACK has helped students to learn better

TPACK has helped students to learn better. They could understand the material easily because it is presented in a visual form such as PPT and video. Also, the students were not just fixated on teacher’s oral explanation but they could see the sample of the material being taught directly, and helped them in doing assignments. In the other words, the participants were facilitated by implementing TPACK in the classroom. It is proven in the results of interview as shown in:

“...**TPACK helped my teaching**...because TPACK helped in learning...helped to learn better”.
(I/2/TPACK.BF/67)

“**As the students they can know “oh Mr. is explaining the points in the PPT” I mean they can understand the points and its explanation through my oral explanation**”.
(I/1/TPACK.BF/9)

“...it helped because...when I taught so...I did not need to speak more so by displaying PPT and video...they they...looked by themselves, later when they did not understand it they could ask me”. (I/2/TPACK.BF/65)

The participant has believed that the students obtained much benefits when learn with technology. For example the students could refer the material they learn with the technology used by the participant.

c. TPACK could attract students’ attentions

Also, the technology could attract students’ attention because it was presented with an interesting design and conditions that were different from traditional classroom in general as shown in (I/1/TPACK.TK/9) and (I/2/TPACK.EF/68).

“PPT is very helpful, because it helped me and my students. From me as the teacher, I wrote the points...therefore it helped me to remember if I forget what I need to explain and helped me to be fluent in explaining what I need to explain. As the students they can know *“oh Mr. is explaining the points in the PPT”* I mean they can understand the points and its explanation through my oral explanation”. (I/1/TPACK.BF/9)

“Because from the use of TPACK...maybe they did not get bored so the learning situation was different...I displayed PPT, video so it helpful”. (I/2/TPACK.BF/68)

The participant has believed that the technology as the component of TPACK framework could attract students’ attention. It could

be seen through an interesting design of the media used in teaching. In addition, the learning environment was different from other learning environments.

The data above revealed that the participants have gained a lot of ease after implementing TPACK framework in the classroom. It could be seen through the help of technology integration together with pedagogy and content knowledge to help participants to deliver materials. Furthermore, the students felt very helpful with its implementation as it helped them to learn better. This indicated that the participants played an important role in implementing effective technology to improve students’ learning (Köse, 2016). Hence, in this case the participant has implemented the TK and CK into teaching and practice.

E. Conclusion

In this study the researcher discusses about how the EFL pre-service teacher’s view and understand the TPACK framework during their performance in Microteaching where the results of the study is elaborated in the previous chapter.

As the conclusion of the study, the researcher found that the participants have implemented the TPACK framework during their Microteaching performance. It was implemented in cycle 2 and cycle 3 from overall 3 cycles of their teaching practice in Microteaching subject. The components of those knowledge are Technology Knowledge (TK), Technological Content Knowledge (TCK), Pedagogical Knowledge (PK), and Content Knowledge (CK). The types of the technology used were varied. It was chosen based on several considerations by the participant. For instance it has been seen from fun and interesting aspects for learning.

Furthermore, the study also revealed that the technology, pedagogy and content knowledge as the component of TPACK framework is considered very important to be implemented in a classroom. It can be seen in the perceived benefits of TPACK that has been obtained by both participants as the result of this study. In addition, not all components of Microteaching in Teacher Education are found in the results of the data from existing data sources. The component is about *the briefing* (of Microteaching in TPACK implementation). Overall, the participants believe that the perceived benefits of TPACK implementation must be adjusted to the needs of both teacher and student. Also, by considering the class conditions whether it can support the TPACK implementation especially for the technology that will be used for learning.

F. References

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